# STUDENT FILE REVIEW CHECKLIST

General Supervision System (for use to support Focused Monitoring and other CSDE, BSE monitoring activities)

Student names must NOT be placed on this checklist. If systemic noncompliance is suspected, additional files must be requested for review.

School District:	Date of Review:	Person Completing This Form:
* do not record student name on this form	Date of IEP(s) Reviewed:	Primary Disability Category:

DIRECTIONS: For each item on the following pages, use the guide below to determine the appropriate response. Check the appropriate response for each item.

Enter <b>Y</b> to indicate:	Enter N to indicate:	Enter <b>NA</b> to indicate:
There is evidence to verify that this item was completed by the district.	This item was not completed or there is no evidence to verify that it was completed by the district.	This item is not applicable to the file being reviewed.

Student SASID	District

Item Descr	ription	Υ	N	N/A	Citations and <u>Probable Location of Information</u>
		1			
1	The student's file contains documentation that the parent(s) consented to the student's initial evaluation (ED625).				34 CFR §300.300(a)  ED 625 Notice and Consent to Conduct and Initial Eval.
2	The student's file contains documentation that parent(s) consented to the student's special education placement (ED626).				34 CFR §300.300(b)(1)  ED 626 Consent for Special Education Placement
3	The student's file includes evidence that the student's parent(s) were notified prior to the PPT of the purpose, time, location, whom will be in attendance, and their option to bring other individuals.				34 CFR §300.322(a)(1) and (b)(1)(a)  Reference ED 623 Notice of Planning and Placement Team  Meeting addressed to the parent(s)
4	The PPT included the parent(s) of the student.				34 CFR §300.321(a)(1)  Page 1 bottom of CT model IEP (Team Member Present)
5	The PPT included not less than one general education teacher of the student (if the student is or may be participating in the general education environment).				34 CFR §300.321(a)(2)  Page 1 bottom of CT model IEP - Team Member Present
6	The PPT included not less than one special education teacher/provider of the student.				34 CFR §300.321(a)(3)  Page 1 bottom of CT model IEP -Team Member Present
For Data Collection Purposes	The IEP was reviewed at least annually (within 365 days) to assess progress and /or make revisions.				34 CFR §300.324(b)(1)(i-ii)  Reference dates of two consecutive IEPs whose Reason for  Meeting (Page 1 center of CT model IEP) includes Conduct  Annual Review
7	A reevaluation occurred at least once every three years, unless the parent and the public agency agreed that a revaluation was unnecessary.				34 CFR §300.303(b)(2) Reference dates of the most recent and previous IEPs whose Reason for Meeting (Page 1 center of CT model IEP) includes Review Eval/Reeval.

District

as noted on Page 2 of CT model IEP - PPT Meeting Summary

Page 3 of CT model IEP- completed notice on bottom of page

Page 3 of CT model IEP-Actions Proposed /Actions Refused

Page 3 of CT model IEP-Reasons for proposed actions / Reasons

Page 3 of CT model IEP-Evaluation procedure, assessment,

records, or reports used as a basis for the actions

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Student SASID

9

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11

12

13

or refused.

proposed or refused.

proposed or refused.

student's file includes documentation (ED

parent(s) were given the procedural

an Action Refused, prior written notice

an Action Refused, prior written notice

includes an explanation of why it was

an Action Refused, prior written notice

district used as a basis for why it was

includes a description of each evaluation

procedure, assessment, record, or report the

633) that the team member was excused and the PPT was allowed to be conducted.

The IEP includes documentation that the

safeguards at least one time that school year. For IEPs that include an Action Proposed or

includes a description of the action proposed

For IEPs that include an Action Proposed or

For IEPs that include an Action Proposed or

Student					
Item De	scription	Y	N	N/A	Citations and <u>Probable Location of Information</u>
			1	1	
	For IEPs that do not include parent(s)				34 CFR §300.321(a)(1) and 300.322(d)
	attending, the student's file includes				Reference ED 624 or as noted on Page 2 of CT model IEP – PPT
8	documentation of attempts to seek				Meeting Summary
	parent/guardian participation (ED 624) or a				
	record that the parent gave permission to				
	conduct the PPT in their absence exists.				
	For an IEP created by a PPT that did not				34 CFR §300.321(e)(1-2)
	include all of the mandated members, the				Reference ED 633 Planning and Placement Team Attendance or

34 CFR §300.504

34 CFR §300.503(b)(1)

34 CFR §300.503(b)(2)

34 CFR §300.503(b)(3)

for refused actions

proposed/refused

Student SA	ASID		District		
Item Descr	iption	Υ	N	N/A	Citations and <u>Probable Location of Information</u>
		Ţ			
For Data	The evaluation included classroom-based				34 CFR §300.305(a)(ii)
Collection	observations.				Page 3 of CT model IEP-Evaluation procedure, assessment,
Purposes					records, or reports used as a basis for the actions
					proposed/refused OR ED 625 OR ED 627
	The IEP includes a statement of the student's				34 CFR §300.320(a)(1)
14	present levels of academic achievement and				Pages 4 & 5 of CT model IEP
	functional performance.				
	The IEP includes a statement of how the				34 CFR §300.320(a)(1)(i)
15	student's disability affects his/her				Pages 4 & 5 of CT model IEP - Impact column)
	involvement and progress in the general				
	education curriculum.				
	For preschool children, the IEP includes a				34 CFR §300.320(a)(1)(ii)
16	statement of how the disability affects his/her				Pages 4 & 5 of CT model IEP – Impact column
	participation in appropriate activities.				
17	The PPT considered the strengths of the				34 CFR §300.324(a)(1)(i)
	student.				Pages 4-5 of the CT model IEP – Strengths column
	The PPT considered the concerns of the				34 CFR §300.324(a)(1)(ii)
18	parents for enhancing the education of their				Page 4 of the CT model IEP-Parent and Student Input and
	child (parental input).				Concerns section or Page 2 Meeting Summary
	The PPT considered the academic,				34 CFR §300.324(a)(1)(iv)
19	developmental, and functional needs of the				Pages 4-5 of the CT model IEP – Concerns/Needs column
	student.				
	For students 16 years or older, the IEP				34 CFR §300.320(b)(1)
	includes appropriate measurable				Page 6 items 5 a, b, c of CT model IEP
20	postsecondary goals (post school outcome				
	goal statements) in postsecondary education				
	or training, employment, and, if appropriate,				
	independent living skills.				

Student SASID				District	
Item Description	Υ	N	N/A	Citations and Probable Location of Information	

Item Des	scription	Υ	N	N/A	Citations and Probable Location of Information
21	For students 16 years or older, the IEP includes evidence that the post school outcome goal statements were based upon				34 CFR §300.320(b)(1)  Page 6 item 3 and/or Page 5 Vocational Transition section of CT model IEP
22	age appropriate transition assessments.  For an IEP who's Reason for Meeting includes Transition Planning, evidence exists that the student was invited. (Note: it is mandated that the student be invited not that they attend).				34 CFR §300.321(b)(1) Page 1 bottom (Team Member Present) or Page 6 item 2a of CT model IEP or ED 623 Notice of Planning and Placement Team Meeting addressed to the student
23	For an IEP whose Reason for Meeting includes Transition Planning and the student did not attend, evidence exists that the student's preferences and interests were considered.				34 CFR §300.321(b)(2)  Page 6 item 2c of CT model IEP
24	For an IEP who's Reason for Meeting includes Transition Planning, evidence exists that the district invited a representative of any outside agency that is likely to be responsible for providing transition services for the student.				34 CFR §300.321(b)(3)  Page 6 item 4a of CT model IEP or ED 623 Notice of Planning and Placement Team Meeting addressed to the outside agency
25	For students 16 years or older, the IEP indicates the student was informed of transfer of rights at least one year prior to reaching age of majority (age 18).				34 CFR §300.320(c) Page 6 item 7 of CT model IEP
26	The IEP includes a statement of measurable annual goals, including academic and functional goals.				34 CFR §300.320(a)(2)(i)  Page(s) 7 of CT model IEP

District \_\_\_\_\_

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Environment Procedural Checklist (ED 632)

The IEP includes a statement of the special

education and related services to be provided

to the student that includes a statement of the

projected date for the beginning of services and the anticipated frequency, location, and

was completed.

duration of those services.

32

Item Des	scription	Υ	N	N/A	Citations and <u>Probable Location of Information</u>
25		1	1	1	1
27	The IEP includes a description of how the				34 CFR §300.320(a)(3)(i)
	student's progress toward meeting the annual goals are to be measured.				Page(s) 7 of CT model IEP - evaluation procedure/performance criteria
	The IEP includes a description of when				34 CFR §300.320(a)(3)(ii)
28	periodic reports of progress toward meeting				Page(s) 7 of CT model IEP - dates for evaluating and reporting
	the annual goals are to be provided.				progress boxes /Page 10 Progress Reporting
	The IEP includes a statement of the student's				34 CFR §300.320 (a)(4)
29	program accommodations/modifications, as				Page 8 of CT model IEP
	appropriate.				
	The IEP includes a statement of				34 CFR §300.320(a)(6)(i)
	accommodations that are necessary to				Page 9 of CT model IEP and CMT or CAPT Test
30	measure the academic achievement and				Accommodations Forms
	functional performance of a student on State				
	and district wide assessments OR indicates				
	that standard assessments are to be taken.				
	For students who are removed from the				34 CFR §300.224(c)
	general education environment 60% or more				Reference Page 11 of CT model IEP bottom note and ED
31	of the time, the Least Restrictive				632 LRE Procedural Checklist

34 CFR §300.320(a)(4) and 34 CFR §300.320(a)(7)

Page 11 of CT model IEP - top grid

Student SASID					District		
Item Desc	cription	Υ	N	N/A	Citations and <u>Probable Location of Information</u>		
			1	1			
33	The IEP includes an explanation of the extent, if any, to which the student will not participate with nondisabled peers.				34 CFR §300.320(a)(5)  Page 11 items 13a-b of CT model IEP		